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State Board of Education

Department of Public Instruction

Report to the North Carolina General Assembly

IHE Performance Report

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PREFACE

This is the 12th Institutes of Higher Education (IHE) Performance Report issued by the State of North Carolina. Separate reports are being issued for undergraduate programs, graduate programs, and school administration programs. Every effort has been made to ensure the accuracy of these data.

Reports on individual institutions are available on the Department of Public Instruction website at <http://www.ncpublicschools.org/ihe/reports/>. As appropriate, separate reports on undergraduate programs, graduate programs, and school administration programs are included for each institution.

Definitions of the terms are contained at the end of this section of the Summary Report.

2010 IHE Performance Report

General Findings

1. Institutions reported an increase in the enrollment of both full-time and part-time degree seeking students and licensure only students in undergraduate teacher education programs. Over 29% of the undergraduate teacher education candidates are minority.
2. Institutions reported an increase in the enrollment of both full-time and part-time degree seeking students and licensure only students in graduate teacher education programs. The largest growth of over 50% was seen in graduate licensure only programs. Approximately 25% of graduate teacher education candidates are minority.
3. Institutions reported a decrease of approximately 10% in the enrollment in school administration programs. Approximately 30% of school administration candidates are minority.
4. The mean grade point average of individuals admitted to teacher education programs remains significantly above the 2.5 required by NCATE and State Program Approval Standards. The average is 3.32.
5. The overall Praxis II pass rate of individuals who have completed teacher education programs decreased by 2% to 96%. Two institutions had a pass rate of 67% while all others were above 80%.
6. The overall School Leaders Licensure Assessment (SLLA) pass rate is 100%.
7. There was an increase of more than 10% in the number of student teachers from the previous year. The percent of student teachers licensed fell 1% to 92%; the percent of student teachers employed within one year fell from 62% in 2008-09 to 49% in 2009-10.
8. Due to a low response rate, survey results are not reported for individual institutions. The number of completers returning the survey dropped from 483 to 16, mentors from 257 to 9 and principals from 781 to 140. The overall survey satisfaction results are about the same as previous years. Very similar findings are true for graduate teacher education programs, and school administration programs, with the number of respondents falling significantly.
9. The number of lateral entry teachers issued programs of study decreased by 22% after an increase the previous year of 57%. The number of lateral entry teachers enrolled in one or more classes leading to licensure remained consistent after an increase of 54% the previous year.
10. Institutions reported a decrease in both the number of full-time and part-time teacher education faculty, after an increase in both for the previous year.

Compliance with Rewards and Sanctions Criteria

Praxis

Elizabeth City State University and Johnson C. Smith University did not meet the 70% pass rate on Praxis II requirements at the undergraduate level.

All school administration programs exceeded the 70% pass rate on the School Leaders Licensure Assessment.

Positive Ratings on the Surveys

Due to an extremely low response rate, survey results for individual institutions are not reported.

Involvement with the Public Schools

All institutions except Livingstone College and Johnson C. Smith were determined by the State Evaluation Committee on Teacher Education to exhibit direct and ongoing involvement with the public schools in the teacher education program.

All institutions except Elizabeth City State University, UNC-Chapel Hill and East Carolina University were determined by the State Evaluation Committee to exhibit direct and ongoing involvement through with the public schools with the school administration program. More specificity is required for Elizabeth City State's plan. UNC-Chapel Hill and East Carolina University outlined in their documents only required internship involvement which was not above and beyond the requirements of public involvement. Feedback sessions are scheduled with these institutions for improving public school involvement.

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TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina has 47 approved Teacher Education Programs. All 47 offer undergraduate programs leading to initial teacher licensure; 21 offer graduate level programs leading to masters or doctoral level licensure; 13 offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards and indicators prescribed by the State Board of Education (SBE) for the specialty area. Previously, on-site reviews of approved teacher education programs were conducted every seven years. The reviews were typically a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC). As part of the new process, the Institutes of Higher Education (IHE) were required to revision school of education and executive preparation programs to meet new standards adopted by the NC State Board of Education. Institutes of Higher Education submit proposals for new programs for approval.

Table I details the teacher education programs offered by each college/university.

Table I: Programs Offered by each IHE

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Birth - Kindergarten	Elementary Education	Middle Grade Language Arts	Middle Grade Mathematics	Middle Grade Science	Middle Grade Social Studies	English	Mathematics
Appalachian State University	U	U	U	U	U	U	U	U
Barton College	U	U	U	U	U	U	U	U
Belmont Abbey College		U						
Bennett College								
Brevard College		U					U	U
Campbell University	U PB	U PB	U PB	U PB	U	U PB	U PB	U PB
Catawba College	U	U	U	U	U	U	U	U
Chowan University		U					U	U
Davidson College							U	U
Duke University		U					U G	U G
East Carolina University	U	U G	U G	U G	U G	U G	U G	U G
Elizabeth City State University	U	U	U	U	U	U	U	U
Elon University		U	U	U	U	U	U	U
Fayetteville State University	U	U	U	U	U	U	U	U
Gardner-Webb University		U	U	U	U	U	U	U
Greensboro College	U	U PB	U	U	U	U	U	U
Guilford College		U					U	
High Point University		U	U	U	U	U	U	U
Johnson C. Smith University		U					U	U
Lees-McRae College		U						
Lenoir-Rhyne University	U	U	U	U	U	U	U	U
Livingstone College						U		
Mars Hill College		U	U	U	U	U	U	U
Meredith College	U	U G	U	U	U	U	U	U
Methodist University								
Montreat College		U						
NC A&T State University	U G	U G					U G	U G
NC Central University	U	U	U	U	U	U	U	U
NC State University		U PB	U PB	U PB	U PB	U	U PB	U PB
NC Wesleyan College		U	U	U	U	U	U	U
Peace College		U						
Pfeiffer University		U G					U	U
Queens University of Charlotte		U G					U	U
St. Andrews Presbyterian College								
St. Augustine's College		U						
Salem College	ao	U PB	U PB	U PB	U PB	U PB	U PB	U PB
Shaw University	U	U					U	U
UNC - Asheville		U	U	U	U	U	U	U
UNC - Chapel Hill	PB	U	U	U	U	U	G	U PB G
UNC - Charlotte	U PB	U PB	U PB	U PB	U PB	U PB	U PB	U PB
UNC - Greensboro	U	U G	U	U	U	U	U	U
UNC - Pembroke	U	U	U G	U G	U G	U G	U G	U G
UNC - Wilmington	U	U	U PB	U PB	U PB	U PB	U G	U G
Wake Forest University		U					U G	U G
Warren Wilson College								
Western Carolina University	U G	U G	U G	U G	U G	U G	U G	U G
Wingate University		U G	U	U	U	U	U	U
Winston-Salem State University	U	U	U	U G	U G	U	U	U

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Comprehensive Science	Biology	Chemistry	Earth Science	Physics	Comprehensive Social Studies	History	Reading
Appalachian State University	U	U	U	U	U	U	U	
Barton College	U					U		
Belmont Abbey College								
Bennett College								
Brevard College	U					U		
Campbell University		U				U PB		
Catawba College	U	U	U			U		ao
Chowan University		U				U		
Davidson College		U				U		
Duke University	U G					U G		
East Carolina University	U G					U	G	ao
Elizabeth City State University	U					U		
Elon University	U					U		
Fayetteville State University	U					U		ao
Gardner-Webb University						U		
Greensboro College	U	U				U		
Guilford College						U		
High Point University	U	U				U		
Johnson C. Smith University						U		
Lees-McRae College								
Lenoir-Rhyne University	U	U				U		
Livingstone College								
Mars Hill College	U					U		ao
Meredith College	U					U		ao
Methodist University								
Montreat College								
NC A&T State University		U G	U G		U		U G	
NC Central University	U					U		ao
NC State University	U PB					PB		
NC Wesleyan College		U	U				U	
Peace College								
Pfeiffer University	U					U		
Queens University of Charlotte		U					U	
St. Andrews Presbyterian College								
St. Augustine's College								
Salem College	U PB	U PB	U PB		PB	U PB		ao
Shaw University								
UNC - Asheville	U	U	U	U	U	U		
UNC - Chapel Hill	U PB G	U	U	U	U	G		ao
UNC - Charlotte	U PB					U PB		
UNC - Greensboro	U					U		
UNC - Pembroke	U G					U G		
UNC - Wilmington	U G	U	U	U		U G		
Wake Forest University		U G	U G		U G	U G		
Warren Wilson College								
Western Carolina University	U G					U G		ao
Wingate University		U	U			U		ao
Winston-Salem State University								

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Art	Music	Dance	Theatre Arts	Health Specialist	Physical Education	Health and Physical Education	Second Language Studies: Classical Latin
Appalachian State University	U	U		U	U	U		
Barton College	U						U	
Belmont Abbey College								
Bennett College								
Brevard College	U	U		U			U	
Campbell University		U					U PB	
Catawba College		U		U			U	
Chowan University		U				U		
Davidson College								U
Duke University								
East Carolina University	U	U G	U	U	U G	U G	U	
Elizabeth City State University	U	U					U	
Elon University		U					U	
Fayetteville State University	U	U					U	
Gardner-Webb University		U					U	
Greensboro College	U	U		U			U	
Guilford College								
High Point University	U						U	
Johnson C. Smith University					U	U		
Lees-McRae College				U			U	
Lenoir-Rhyne University		U					U	
Livingstone College								
Mars Hill College	U	U					U	
Meredith College	U	U	U	U			U	
Methodist University								
Montreat College								
NC A&T State University	U							
NC Central University	U	U		U		U		
NC State University								
NC Wesleyan College								
Peace College								
Pfeiffer University		U					U	
Queens University of Charlotte								
St. Andrews Presbyterian College								
St. Augustine's College								
Salem College								
Shaw University								
UNC - Asheville	U			U				U
UNC - Chapel Hill		G						G
UNC - Charlotte	U PB	U PB	U PB	U PB				
UNC - Greensboro	U	U	U	U			U	U
UNC - Pembroke	U G	U G				G	U	
UNC - Wilmington		U					U	
Wake Forest University								
Warren Wilson College								
Western Carolina University	U G	U G					U G	
Wingate University	U	U					U	
Winston-Salem State University		U				U		

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	Second Language Studies: French	Second Language Studies: German	Second Language Studies: Japanese	Second Language Studies: Spanish	American Sign Language	English as a Second Language	Academically Gifted	Deaf and Hard of Hearing
Appalachian State University	U			U		-		
Barton College				U		-		U
Belmont Abbey College						-		
Bennett College						-		
Brevard College						-		
Campbell University	U			U		-	ao	
Catawba College								
Chowan University								
Davidson College	U			U				
Duke University							ao	
East Carolina University	U	U		U G			ao	
Elizabeth City State University								
Elon University				U				
Fayetteville State University				U		ao		
Gardner-Webb University	U			U	U	U		
Greensboro College				U		ao		
Guilford College	U			U				
High Point University				U			ao	
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne University				U		ao		ao
Livingstone College								
Mars Hill College				U		U	ao	
Meredith College	U			U		U	ao	
Methodist University								
Montreat College								
NC A&T State University	U			U				
NC Central University	U			U		ao	ao	
NC State University	U PB			U PB		ao		
NC Wesleyan College								
Peace College								
Pfeiffer University								
Queens University of Charlotte	U			U				
St. Andrews Presbyterian College								
St. Augustine's College								
Salem College	U PB			U PB		ao		
Shaw University								
UNC - Asheville	U	U		U				
UNC - Chapel Hill	G	G	G	G		G		
UNC - Charlotte	U PB	U PB		U PB		PB	ao	
UNC - Greensboro	U			U	U	G		U
UNC - Pembroke				U		ao	ao	
UNC - Wilmington	U			U		ao	ao	
Wake Forest University	U G	U		U G				
Warren Wilson College								
Western Carolina University				U G			ao	
Wingate University							ao	
Winston-Salem State University						ao		

U = Undergraduate Degree Program PB = Post-baccalaureate Program G = Graduate Degree Program ao = Add On	General Curriculum	Adapted Curriculum	Agriculture	Business and Information Technology	Family and Consumer Sciences	Marketing	Technology Ed.	Trade and Industry	School Administration
Appalachian State University	U	U		U	U	U	U	U	G
Barton College	U								
Belmont Abbey College									
Bennett College									
Brevard College									
Campbell University	U								G
Catawba College									
Chowan University									
Davidson College									
Duke University									
East Carolina University	U G	U		U G	U G	U G			G
Elizabeth City State University	U								
Elon University	U								
Fayetteville State University	PB G								
Gardner-Webb University									
Greensboro College	U PB	U PB							
Guilford College									
High Point University	U								G
Johnson C. Smith University									
Lees-McRae College									
Lenoir-Rhyne University									
Livingstone College									
Mars Hill College	U								
Meredith College	ao G				U				
Methodist University									
Montreat College									
NC A&T State University	U G		U	U G	U G		U G	U	
NC Central University	PB				U				G
NC State University	PB		U	U PB		U PB	U PB		G
NC Wesleyan College	U								
Peace College	U								
Pfeiffer University	U G								
Queens University of Charlotte									
St. Andrews Presbyterian College									
St. Augustine's College									
Salem College	U PB								
Shaw University									
UNC - Asheville									
UNC - Chapel Hill	PB								G
UNC - Charlotte	U PB	U PB							G
UNC - Greensboro	U PB								G
UNC - Pembroke	U								G
UNC - Wilmington	U	U							G
Wake Forest University									
Warren Wilson College									
Western Carolina University	U G	U G							G
Wingate University									G
Winston-Salem State University	U G								G

LINKAGES WITH THE PUBLIC SCHOOLS

Faculties in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways which go beyond simply supervising student teachers and interns. This may include collaboratively designing curricula for public school students and teacher education programs, formalizing partnerships, participating in grant writing activities, serving on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for in-service teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic and screenings/testing for public school students. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the individual *Institutional Reports* on the NCDPI website.

In evaluating the involvement of colleges/universities with the public schools, it is important to consider the number of teacher education faculty varies across campuses. **Table II** summarizes the number of teacher education faculty by college/university.

Table II: Number of Teacher Education Faculty

Institution	Full-Time in Professional Education	Part-Time in Professional Education; Full-Time to IHE	Part-Time in Professional Education; Not Otherwise Employed by IHE
Appalachian State University	102	66	71
Barton College	5	7	9
Belmont Abbey College	6		14
Bennett College			
Brevard College	2	5	2
Campbell University	11	6	9
Catawba College	6	3	5
Chowan University	4	4	2
Duke University	8	8	20
East Carolina University	159	99	66
Elizabeth City State University	19	11	14
Elon University	13	11	8
Fayetteville State University	29	10	11
Gardner-Webb University	12	7	6
Greensboro College	10	2	14
Guilford College	4	2	
High Point University	10	2	15
Johnson C. Smith University			
Lees-McRae College	6	3	22
Lenoir-Rhyne College	9	3	22
Livingstone College	4	2	
Mars Hill College	1	1	
Meredith College			
Methodist University	6	4	
Montreat College	3		6
NC A&T State University			
NC Central University			
NC State University	74	40	
NC Wesleyan College	3	1	8
Peace College	4		4
Pfeiffer University	9	6	11
Queens College	7		1
Salem College			
Shaw University	5	4	1
St. Andrews Presbyterian College	5		4
St. Augustine's College	3	5	5
UNC-Asheville	10	7	9
UNC-Chapel Hill	52	2	1
UNC-Charlotte	121	14	80
UNC-Greensboro	82	46	126
UNC-Pembroke	22	17	19
UNC-Wilmington	67	16	38
Wake Forest University	15	2	5
Warren Wilson College			
Western Carolina University	49	4	26
Wingate University	6	7	3
Winston-Salem State University	17	3	9
Totals	980	430	666

LATERAL ENTRY TEACHERS SERVED

Individuals who have not completed teacher education programs may be hired by local school systems as lateral entry teachers. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers are issued individual programs of study based on review of their transcripts by a college or university with an approved teacher education program or one of the four Regional Alternative Licensing Centers (RALCs). Lateral entry teachers may affiliate with a college or university to clear licensure requirements or work through the RALCs to do so. **Table III** contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure. The numbers reported by the institutions for the undergraduate and graduate levels have been combined in the table. Individual institutional reports, accessible on the Department's website, provide narrative information on each institution's efforts to serve lateral entry teachers.

Table III: Lateral Entry Teachers Served

Institution	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Classes Leading to Licensure
Appalachian State University	7	2
Barton College	8	14
Belmont Abbey College		
Bennett College		
Campbell University	34	43
Catawba College		2
Chowan University		
Duke University		21
East Carolina University	239	477
Elizabeth City State University	53	34
Elon University		
Fayetteville State University		
Gardner-Webb University	22	22
Greensboro College	123	421
Guilford College		
High Point University	9	11
Johnson C Smith University		
Lees-McRae College		
Lenoir-Rhyne University	2	5
Livingstone College		6
Mars Hill College		7
Meredith College		
Methodist University		
Montreat College		
NC A&T State University		
NC Central University	107	421
NC State University	387	797
NC Wesleyan College	13	3
Peace College		
Pfeiffer University		9
Queens University	3	4
Salem College		
Shaw University		
St. Andrews Presbyterian College		
St. Augustine's College		1
UNC-Asheville		
UNC-Chapel Hill	25	38
UNC-Charlotte	663	1,373
UNC-Greensboro	20	55
UNC-Pembroke	251	142
UNC-Wilmington	10	10
Wake Forest University		
Warren Wilson College		
Western Carolina University	803	1,032
Wingate University	3	3
Winston-Salem State University		27
Totals	2,782	4,980

EMPLOYMENT

Graduates of the 47 institutions with approved teacher education programs are employed in every LEA in the state. **Table IV** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 2009-2010 school year. **Table V** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. It should be noted that:

1. In the case of individuals who completed licensure-only programs, the institution at which an individual earned a degree may not be the institution which eventually recommended the individual for licensure.
 2. If an individual has earned degrees at more than one institution, he/she is counted in the totals for each institution from which a degree was earned.
-

Table IV: Individuals Employed in the Public Schools with Degrees from Each IHE

Institution	Number Employee	Rank		Institution	Number Employee	Rank
Appalachian State University	11,270	2		East Carolina University	12,470	1
Barton College	1,316	18		Appalachian State University	11,270	2
Belmont Abbey College	346	37		UNC-Greensboro	8,191	3
Bennett College	236	42		UNC-Charlotte	6,600	4
Brevard College	22	46		UNC-Chapel Hill	5,847	5
Campbell University	2,073	14		NC State University	4,736	6
Catawba College	685	27		Western Carolina University	4,543	7
Chowan University	128	43		UNC-Wilmington	4,233	8
Duke University	317	39		UNC-Pembroke	3,729	9
East Carolina University	12,470	1		NC A&T State University	2,974	10
Elizabeth City State University	1,268	20		NC Central University	2,943	11
Elon University	1,368	16		Fayetteville State University	2,894	12
Fayetteville State University	2,894	12		Gardner-Webb University	2,600	13
Gardner-Webb University	2,600	13		Campbell University	2,073	14
Greensboro College	684	28		Meredith College	1,681	15
Guilford College	388	34		Elon University	1,368	16
High Point University	1,042	22		Lenoir-Rhyne College	1,339	17
Johnson C. Smith University	309	40		Barton College	1,316	18
Lees-McRae College	459	32		Winston-Salem State University	1,271	19
Lenoir-Rhyne College	1,339	17		Elizabeth City State University	1,268	20
Livingstone College	237	41		Mars Hill College	1,206	21
Mars Hill College	1,206	21		High Point University	1,042	22
Meredith College	1,681	15		Wake Forest University	830	23
Methodist College	617	30		Pfeiffer University	821	24
Montreat College	114	44		Wingate University	770	25
NC A&T State University	2,974	10		UNC-Asheville	732	26
NC Central University	2,943	11		Catawba College	685	27
NC State University	4,736	6		Greensboro College	684	28
NC Wesleyan College	488	31		Salem College	625	29
Peace College	-	47		Methodist College	617	30
Pfeiffer University	821	24		NC Wesleyan College	488	31
Queens College	360	36		Lees-McRae College	459	32
Salem College	625	29		Shaw University	411	33
Shaw University	411	33		Guilford College	388	34
St. Andrews Presbyterian College	374	35		St. Andrews Presbyterian College	374	35
St. Augustine's College	323	38		Queens College	360	36
UNC-Asheville	732	26		Belmont Abbey College	346	37
UNC-Chapel Hill	5,847	5		St. Augustine's College	323	38
UNC-Charlotte	6,600	4		Duke University	317	39
UNC-Greensboro	8,191	3		Johnson C. Smith University	309	40
UNC-Pembroke	3,729	9		Livingstone College	237	41
UNC-Wilmington	4,233	8		Bennett College	236	42
Wake Forest University	830	23		Chowan University	128	43
Warren Wilson College	113	45		Montreat College	114	44
Western Carolina University	4,543	7		Warren Wilson College	113	45
Wingate University	770	25		Brevard College	22	46
Winston-Salem State University	1,271	19		Peace College	-	47
Totals	95,983			Totals	95,983	

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2009-2010**

Appalachian State University		Barton College		Belmont Abbey College		Bennett College	
Forsyth Co Schs	704	Wilson Co Schs	216	Gaston Co Schs	202	Guilford Co Schs	81
Caldwell Co Schs	588	Johnston Co Schs	169	Charlotte-Mecklenburg	42	Forsyth Co Schs	24
Burke Co Schs	542	Nash-Rocky Mt Schs	133	Lincoln Co Schs	32	Charlotte-Mecklenburg	22
Charlotte-Mecklenburg	521	Wake Co Schs	131	Cleveland Co Schs	20	Wake Co Schs	15
Catawba Co Schs	502	Wayne Co Public Schs	116	Forsyth Co Schs	5	Durham Public Schs	8
Wake Co Schs	475	Franklin Co Schs	36			Cumberland Co Schs	7
Wilkes Co Schs	464	Edgecombe Co Schs	32				
Guilford Co Schs	381	Pitt Co Schs	29				
Gaston Co Schs	362	Craven Co Schs	26				
Cleveland Co Schs	317	Granville Co Schs	26				
Brevard College		Campbell University		Catawba College		Chowan University	
Transylvania Co Schs	5	Harnett Co Schs	390	Rowan-Salisbury Schs	244	Hertford Co Schs	27
		Johnston Co Schs	260	Davidson Co Schs	44	Northampton Co Schs	14
		Wake Co Schs	230	Cabarrus Co Schs	35	Bertie Co Schs	12
		Cumberland Co Schs	192	Forsyth Co Schs	33	Gates Co Schs	12
		Sampson Co Schs	130	Davie Co Schs	31	Halifax Co Schs	6
		Lee Co Schs	93	Charlotte-Mecklenburg	27	Currituck Co Schs	5
		Onslow Co Schs	53	Iredell-Statesville Schs	25	Roanoke Rapids City Schs	5
		Wayne Co Public Schs	48	Guilford Co Schs	17		
		Duplin Co Schs	37	Randolph Co Schs	15		
		Clinton Co Schs	34	Kannapolis City Schs	14		
				Lexington City Schs	14		
Duke University		East Carolina University		Elizabeth City State University		Elon University	
Durham Public Schs	85	Pitt Co Schs	1,339	Pasquotank Co Schs	242	Alamance-Burlington Schs	338
Wake Co Schs	43	Wake Co Schs	1,082	Currituck Co Schs	76	Guilford Co Schs	164
Charlotte-Mecklenburg	20	Wayne Co Public Schs	632	Hertford Co Schs	72	Charlotte-Mecklenburg	91
Guilford Co Schs	18	Craven Co Schs	579	Bertie Co Schs	64	Wake Co Schs	89
Chapel Hill-Carrboro Schs	16	Johnston Co Schs	560	Camden Co Schs	60	Forsyth Co Schs	68
Forsyth Co Schs	12	Nash-Rocky Mt Schs	523	Edenton/Chowan Schs	59	Orange Co Schs	44
Alamance-Burlington	8	Lenoir Co Public Schs	440	Perquimans Co Schs	58	Rockingham Co Schs	41
Johnston Co Schs	7	Onslow Co Schs	435	Washington Co Schs	53	Randolph Co Schs	38
Buncombe Co Schs	6	Beaufort Co Schs	383	Wake Co Schs	50	Durham Public Schs	30
Union C0 Public Schs	6	Wilson Co Schs	352	Gates Co Schs	48	Person Co Schs	29
Fayetteville State University		Gardner-Webb University		Greensboro College		Guilford College	
Cumberland Co Schs	1,316	Cleveland Co Schs	417	Guilford Co Schs	253	Guilford Co Schs	128
Harnett Co Schs	185	Rutherford Co Schs	224	Rockingham Co Schs	72	Forsyth Co Schs	40
Robeson Co Schs	142	Charlotte-Mecklenburg	223	Randolph Co Schs	38	Rockingham Co Schs	30
Hoke Co Schs	132	Gaston Co Schs	192	Forsyth Co Schs	34	Randolph Co Schs	25
Sampson Co Schs	132	Forsyth Co Schs	141	Alamance-Burlington	29	Alamance-Burlington	20
Wake Co Schs	116	Iredell-Statesville Schs	127	Wake Co Schs	26	Davidson Co Schs	10
Charlotte-Mecklenburg	92	Burke Co Schs	105	Davidson Co Schs	21	Wake Co Schs	10
Bladen Co Schs	76	Surry Co Schs	87	Charlotte-Mecklenburg	11	Durham Public Schs	8
Lee Co Schs	48	Davidson Co Schs	86	Asheboro City Schools	11	Chatham Co Schs	7
Moore Co Schs	44	Lincoln Co Schs	84	Chatham Co Schs	8	Charlotte-Mecklenburg	7
				Durham Public Schs	8		

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2009-2010**

High Point University		Johnson C Smith University		Lees-McRae College		Lenoir-Rhyne College	
Guilford Co Schs	229	Charlotte-Mecklenburg	206	Surry Co Schs	110	Catawba Co Schs	263
Davidson Co Schs	204	Union Co Public Schs	16	Burke Co Schs	83	Burke Co Schs	123
Forsyth Co Schs	139	Cumberland Co Schs	10	Wilkes Co Schs	37	Caldwell Co Schs	111
Randolph Co Schs	136	Gaston Co Schs	10	Avery Co Schs	32	Alexander Co Schs	80
Thomasville City Schs	29	Wake Co Schs	10	Stokes Co Schs	29	Hickory City Schs	71
Wake Co Schs	21	Guilford Co Schs	5	Yadkin Co Schs	23	Gaston Co Schs	63
Lexington City Schs	20			McDowell Co Schs	17	Iredell-Statesville Schs	63
Asheboro City Schs	19			Mt Airy City Schs	13	Lincoln Co Schs	59
Surry Co Schs	17			Forsyth Co Schs	11	Forsyth Co Schs	44
Davie Co Schs	15			Alleghany Co Schs	8	Newton Conover City Schs	32
				Yancey Co Schs	8		
Livingstone College		Mars Hill College		Meredith College		Methodist College	
Charlotte-Mecklenburg	49	Buncombe Co Schs	242	Wake Co Schs	564	Cumberland Co Schs	303
Rowan-Salisbury Schs	42	Henderson Co Schs	105	Johnston Co Schs	115	Harnett Co Schs	36
Forsyth Co Schs	12	Madison Co Schs	100	Forsyth Co Schs	51	Wake Co Schs	32
Guilford Co Schs	11	Yancey Co Schs	83	Harnett Co Schs	43	Robeson Co Schs	17
Gaston Co Schs	10	McDowell Co Schs	79	Franklin Co Schs	35	Hoke Co Schs	16
Cleveland Co Schs	7	Haywood Co Schs	48	Guilford Co Schs	34	Sampson Co Schs	16
Wake Co Schs	7	Mitchell Co Schs	44	Durham Public Schs	33	Guilford Co Schs	13
Cabarrus Co Schs	5	Burke Co Schs	35	Charlotte-Mecklenburg	33	Moore Co Schs	10
		Asheville City Schs	29	Granville Co Schs	29	Bladen Co Schs	9
		Cherokee Co Schs	28	Nash-Rocky Mt Schs	29	Onslow Co Schs	9
Montreat College		NC A&T State University		NC Central University		NC State University	
Charlotte-Mecklenburg	31	Guilford Co Schs	864	Durham Public Schs	610	Wake Co Schs	1,650
Henderson Co Schs	15	Forsyth Co Schs	245	Wake Co Schs	537	Johnston Co Schs	356
Buncombe Co Schs	14	Charlotte-Mecklenburg	206	Cumberland Co Schs	151	Durham Public Schs	148
McDowell Co Schs	13	Randolph Co Schs	141	Charlotte-Mecklenburg	139	Charlotte-Mecklenburg	128
Cherokee Co Schs	5	Wake Co Schs	137	Vance Co Schs	106	Guilford Co Schs	126
		Rockingham Co Schs	130	Guilford Co Schs	99	Franklin Co Schs	100
		Alamance-Burlington	113	Chapel Hill-Carrboro Schs	80	Cumberland Co Schs	96
		Durham Public Schs	89	Granville Co Schs	77	Harnett Co Schs	93
		Cumberland Co Schs	84	Person Co Schs	77	Forsyth Co Schs	76
		Davidson Co Schs	59	Forsyth Co Schs	63	Granville Co Schs	66
NC Wesleyan College		Peace College		Pfeiffer University		Queens College	
Nash-Rocky Mt Schs	131	Less than five graduates		Stanly Co Schs	194	Charlotte-Mecklenburg	218
Wayne Co Public Schs	36	employed in any LEA.		Rowan-Salisbury Schs	113	Union Co Public Schs	26
Edgecombe Co Schs	34	No data reported.		Charlotte-Mecklenburg	111	Gaston Co Schs	16
Halifax Co Schs	29			Cabarrus Co Schs	55	Cabarrus Co Schs	13
Wake Co Schs	28			Montgomery Co Schs	43	Forsyth Co Schs	7
Roanoke Rapids City Schs	23			Randolph Co Schs	32	Iredell-Statesville Schs	6
Franklin Co Schs	21			Union Co Public Schs	31	Stanly Co Schs	6
Lenoir Co Public Schs	17			Forsyth Co Schs	20		
Wilson Co Schs	17			Davidson Co Schs	19		
Johnston Co Schs	15			Guilford Co Schs	19		

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE
2009-2010**

Salem College		Shaw University		St. Andrews Presbyterian College		St. Augustine's College	
Forsyth Co Schs	328	Wake Co Schs	72	Moore Co Schs	69	Wake Co Schs	116
Davidson Co Schs	38	Cumberland Co Schs	31	Scotland Co Schs	47	Nash-Rocky Mt Schs	24
Stokes Co Schs	34	Nash-Rocky Mt Schs	26	Montgomery Co Schs	32	Durham Public Schs	17
Davie Co Schs	23	Durham Public Schs	24	Lee Co Schs	29	Charlotte-Mecklenburg	13
Guilford Co Schs	21	Halifax Co Schs	24	Richmond Co Schs	29	Cumberland Co Schs	12
Surry Co Schs	21	Charlotte-Mecklenburg	15	Wake Co Schs	16	Pitt Co Schs	12
Wake Co Schs	13	Bertie Co Schs	12	Charlotte-Mecklenburg	13	Vance Co Schs	10
Wilkes Co Schs	13	Guilford Co Schs	12	Guilford Co Schs	11	Johnston Co Schs	8
Charlotte-Mecklenburg	10	Johnston Co Schs	11	Harnett Co Schs	11	Franklin Co Schs	7
Yadkin Co Schs	10	Wilson Co Schs	10	Hoke Co Schs	10	Guilford Co Schs	7
				Randolph Co Schs	10		
				Robeson Co Schs	10		
UNC-Asheville		UNC-Chapel Hill		UNC-Charlotte		UNC-Greensboro	
Buncombe Co Schs	216	Wake Co Schs	906	Charlotte-Mecklenburg	1,940	Guilford Co Schs	1,867
Henderson Co Schs	70	Durham Public Schs	482	Cabarrus Co Schs	783	Forsyth Co Schs	840
Asheville City Schs	49	Charlotte-Mecklenburg	371	Union Co Public Schs	495	Randolph Co Schs	492
McDowell Co Schs	28	Chapel Hill-Carrboro Schs	353	Gaston Co Schs	464	Alamance-Burlington	379
Charlotte-Mecklenburg	21	Guilford Co Schs	302	Rowan-Salisbury Schs	362	Wake Co Schs	368
Transylvania Co Schs	21	Forsyth Co Schs	278	Cleveland Co Schs	230	Rockingham Co Schs	362
Haywood Co Schs	18	Alamance-Burlington	179	Lincoln Co Schs	230	Charlotte-Mecklenburg	340
Madison Co Schs	18	Orange Co Schs	149	Iredell-Statesville Schs	229	Davidson Co Schs	310
Yancey Co Schs	16	Chatham Co Schs	145	Stanly Co Schs	206	Durham Public Schs	147
Forsyth Co Schs	15	Cumberland Co Schs	124	Forsyth Co Schs	141	Cumberland Co Schs	141
Rutherford Co Schs	15						
UNC-Pembroke		UNC-Wilmington		Wake Forest University		Warren Wilson College	
Robeson Co Schs	1,114	New Hanover Co Schs	757	Forsyth Co Schs	222	Buncombe Co Schs	30
Cumberland Co Schs	558	Onslow Co Schs	532	Wake Co Schs	77	Asheville City Schs	16
Richmond Co Schs	246	Brunswick Co Schs	321	Guilford Co Schs	56	McDowell Co Schs	8
Scotland Co Schs	238	Pender Co Schs	281	Charlotte-Mecklenburg	56	Henderson Co Schs	6
Columbus Co Schs	218	Wake Co Schs	274	Davidson Co Schs	26	Wake Co Schs	5
Bladen Co Schs	170	Duplin Co Schs	206	Durham Public Schs	18		
Moore Co Schs	153	Johnston Co Schs	123	Stokes Co Schs	18		
Hoke Co Schs	137	Columbus Co Schs	114	Cabarrus Co Schs	15		
Wake Co Schs	82	Sampson Co Schs	102	Buncombe Co Schs	14		
Whiteville City Schs	52	Charlotte-Mecklenburg	101	Davie Co Schs	14		
Harnett Co Schs	52			Yadkin Co Schs	14		
Western Carolina University		Wingate University		Winston-Salem State University			
Buncombe Co Schs	574	Union Co Public Schs	281	Forsyth Co Schs	456		
Haywood Co Schs	355	Charlotte-Mecklenburg	102	Charlotte-Mecklenburg	132		
Henderson Co Schs	258	Stanly Co Schs	73	Guilford Co Schs	87		
Macon Co Schs	225	Anson Co Schs	54	Wake Co Schs	64		
Jackson Co Schs	200	Cabarrus Co Schs	24	Durham Public Schs	32		
Cherokee Co Schs	175	Gaston Co Schs	15	Davidson Co Schs	26		
Charlotte-Mecklenburg	139	Richmond Co Schs	15	Stokes Co Schs	25		
Forsyth Co Schs	119	Guilford Co Schs	12	Cumberland Co Schs	24		
Gaston Co Schs	119	Rowan-Salisbury Schs	11	Davie Co Schs	24		
Swain Co Schs	116	Catawba Co Schs	9	Surry Co Schs	23		
		Forsyth Co Schs	9				
		Iredell-Statesville Schs	9				
		Lincoln Co Schs	9				

DEFINITIONS USED

Baccalaureate Degree Program: A program that culminates in the awarding of a baccalaureate degree. Such programs may be five-year or extended programs that result in awarding of a baccalaureate degree.

Full-time Students: Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

Lateral Entry/Provisionally Licensed: Individuals employed by public schools on lateral entry or provisional licenses.

LEA: Local Education Agency; the 115 school systems in North Carolina.

License Completer: Individuals who have completed programs of study leading to licensure and satisfied testing requirements prescribed by the State for the licensure area.

Licensure: The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in each state. Licensure is used synonymously with certification in many states.

Licensure-Only: Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

Master's Degree Program: A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

Part-time Students: Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

Program: A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

Program Completers: Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

Undergraduate Teacher Education Programs

2009-2010



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

Pre-service Teacher Education

Pre-service teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, pre-service teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences pre-service teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculties regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the NCDPI website.

Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- have a 2.5 (on a 4.0 scale) grade point average;
- satisfactorily complete the Preprofessional Skills Tests (PPST) in reading, writing, and mathematics [Praxis I exams]; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) exams to be admitted to teacher education:

TEST	REQUIRED SCORE
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

**Note: Educational Testing Service (ETS) has rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals may be admitted to the program under the previous CBT scoring scale.*

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

In May 2007, the SBE approved a composite score of 522 to satisfy Praxis I testing requirements.

Candidates must be admitted to the teacher education program at least one semester prior to student teaching.

Table VI summarizes the fall 2009 enrollment in teacher education programs. These data were provided by the institution. **Table VII** summarizes admission test results. These data were provided by the institutions for the students reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2009

	Full-Time					Part-Time			
	Undergraduate		Licensure-Only			Undergraduate		Licensure-Only	
M=Minority, T=Total	M	T	M	T		M	T	M	T
Appalachian State University	100	1,336	3	22		11	175	4	26
Barton College	3	62				5	15	15	28
Belmont Abbey College	11	69					1		
Bennett College	8	8							
Brevard College	1	46		3			1		3
Campbell University	2	94	10	36				1	6
Catawba College	3	61	1	23					12
Chowan University	9	34							
Duke University	9	32						1	6
East Carolina University	184	1,351	24	85		31	155	227	855
Elizabeth City State University	117	340	29	49		1	6	182	293
Elon University	16	227						1	7
Fayetteville State University	106	182	25	32		28	38	19	26
Gardner-Webb University	6	132		1			1		
Greensboro College	10	78	10	39			1	38	83
Guilford College	12	48	4	18					
High Point University	17	202	2	11					
Lees McRae College	2	153							
Lenoir-Rhyne University		103					1	2	9
Livingstone College	4	4							
Mars Hill College	5	112		6					11
Meredith College	11	120						1	10
Methodist University	5	22							
Montreat College	2	21							
NC A&T State University	203	243	29	41		17	21	42	81
NC Central University	37	51	31	45		18	21	61	97
NC State University	49	686					1	133	611
NC Wesleyan College	4	26				1	3		
Peace College	2	31							
Pfeiffer University	1	54				1	28		
Queens University	25	99				4	8		
Salem College	5	29	74	233			2	3	17
Shaw University	10	10	3	4					
St Augustines College	3	3						6	6
St. Andrews Presbyterian College		9		3			45	1	16
UNC-Asheville	3	95	3	34		1	51	1	53
UNC-Chapel Hill	44	257	4	23				5	29
UNC-Charlotte	124	719	12	45		52	283	321	1,256
UNC-Greensboro	120	795	44	114		11	34	93	256
UNC-Pembroke	68	236	20	39		7	25	74	182
UNC-Wilmington	74	777	7	72		19	89	30	159
Wake Forest University	4	47							
Western Carolina University	38	650	5	23		4	77	29	280
Wingate University	5	69							3
Winston-Salem State University	69	91	6	7		6	11	10	11
Totals	1,531	9,814	346	1,008		217	1,093	1,300	4,432

Table VII: Admission Test Data for Undergraduate Programs

State Average	178	176	178	341	361	356	3.32
Institution	PPST - R	PPST - W	PPST - M	CBT - R	CBT - W	CBT - M	GPA
Appalachian State University	178	176	179				3.28
Barton College	177	175	177				3.12
Belmont Abbey College	179	176	177				3.52
Bennett College							
Brevard College	178	175	179				3.46
Campbell University	179	176	178				3.38
Catawba College	179	176	180				3.35
Chowan University	177	175	178				3.25
Duke University							3.34
East Carolina University	178	175	178	330	323	325	3.32
Elizabeth City State University	178	176	178				3.37
Elon University	178	177	178				3.42
Fayetteville State University	178	175	178				3.31
Gardner-Webb University	178	176	178				3.39
Greensboro College	179	176	177				3.64
Guilford College	179	175	177				3.31
High Point University	178	176	178				3.35
Lees McRae College	178	175	178				3.79
Lenoir-Rhyne University	177	176	179				3.43
Livingstone College							
Mars Hill College	179	175	178				3.28
Meredith College	178	176	178				3.30
Methodist University	179	176	178				3.26
Montreat College							3.42
NC A&T State University	178	176	178	327	322	325	3.36
NC Central University	179	175	178				3.22
NC State University	179	176	181				3.24
NC Wesleyan College	178	176	178				3.49
Peace College	177	175	176				3.39
Pfeiffer University	178	176	177				3.48
Queens University	178	175	176				3.43
Salem College	178	175	176				3.02
Shaw University							3.36
St Augustine's College							3.60
St. Andrews Presbyterian College	178	175	178				3.44
UNC-Asheville	181	177	180				3.31
UNC-Chapel Hill	181	177	180				3.17
UNC-Charlotte							3.24
UNC-Greensboro	178	176	178				3.26
UNC-Pembroke	178	175	178				3.24
UNC-Wilmington	179	176	179	332	326	353	3.46
Wake Forest University							3.20
Western Carolina University	178	175	178				3.44
Wingate University	177	176	178				3.38
Winston-Salem State University	176	174	177				3.16

Table VII: Admission Test Data for Undergraduate Programs

State Average	1,181	586	584	27	25	26	3.32
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA
Appalachian State University	1,073	594	588	25			3.28
Barton College	1,202	617					3.12
Belmont Abbey College	1,126						3.52
Bennett College							
Brevard College	1,201						3.46
Campbell University	1,210	611	600				3.38
Catawba College	1,174						3.35
Chowan University							3.25
Duke University	1,387			29			3.34
East Carolina University	1,174	569	570	26		25	3.32
Elizabeth City State University	1,156	576					3.37
Elon University	1,256	572	561				3.42
Fayetteville State University	1,205						3.31
Gardner-Webb University	1,112			44			3.39
Greensboro College	1,191		565				3.64
Guilford College	1,153						3.31
High Point University	1,170	564	557	26			3.35
Lees McRae College	1,134						3.79
Lenoir-Rhyne University	1,196			26			3.43
Livingstone College							
Mars Hill College	1,207						3.28
Meredith College	1,177		568				3.30
Methodist University							3.26
Montreat College							3.42
NC A&T State University	1,143	573	596				3.36
NC Central University							3.22
NC State University	1,211	571	566	26		26	3.24
NC Wesleyan College	1,142						3.49
Peace College							3.39
Pfeiffer University	1,147						3.48
Queens University	1,213	569			26		3.43
Salem College	1,190						3.02
Shaw University							3.36
St Augustine's College							3.60
St. Andrews Presbyterian College	1,310						3.44
UNC-Asheville	1,232	628	631	26			3.31
UNC-Chapel Hill	1,278						3.17
UNC-Charlotte	1,179	571	566	26	25	25	3.24
UNC-Greensboro	1,191	570	573	25		25	3.26
UNC-Pembroke	1,174	604	572				3.24
UNC-Wilmington	1,183	571	570	26	24	25	3.46
Wake Forest University	1,283			29	28	29	3.20
Western Carolina University	1,194	573	566	26	25		3.44
Wingate University	1,215	563	562				3.38
Winston-Salem State University	1,142						3.16

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide pre-service teachers with the knowledge, skills, and dispositions which will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. Completion of program requirements is monitored and the competence of students is assessed throughout the program of study. Students may be advised to consider alternative majors.

Licensure Recommendations

To be recommended for a Standard Professional 1 License candidates must satisfy all program/course requirements and:

- » prepare a satisfactory technology product of learning (portfolio) which demonstrates the technology standards adopted by the SBE;
- » have the recommendation of the LEA in which student teaching was completed;
- » have the recommendation of the college/university; and
- » satisfy Praxis testing requirements if required by No Child Left Behind

Beginning Teacher Support Program

After completion of a Teacher Education Program, pre-service teachers are issued a Standard Professional 1 License. Upon employment with an LEA, new teachers must participate in the Beginning Teacher Support Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License is monitored by the Department of Public Instruction and current Teacher Education Programs. Approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the program in the mid-1980s, all institutions have met this criterion.

Efforts to Ensure the Technological Competence of Beginning Teachers

To be recommended for initial licensure, pre-service teachers are required to complete a technology "product of learning" which demonstrates their mastery of the technology standards prescribed by the SBE. These products of learning are to be evaluated by teams of college/university faculty and public school practitioners.

All Teacher Education Programs are expected to integrate the utilization of technology across the curriculum and teacher education faculties are expected to model the use of technology in their instruction. To prepare prospective teachers to effectively use technology to enhance instruction, a number of Teacher Education Programs require prospective teachers to complete specific course work in the use of technology in teaching. Teacher education faculties have participated in workshops to update their technology skills. Grants have been written to obtain funding to support technology training for teacher education faculty and public school teachers.

Each of the public universities with an approved teacher education program is provided funds to employ a technology specialist to work with faculty and students.

Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the ETS, are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the PPST. In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions has actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students.

Table VIII summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission.

Table IX provides summary information on the performance of program completers on the Praxis II exams for elementary education and special education (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2009-10 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than five students took an exam pass rates have not been reported. Elementary education and special education Praxis testing requirements that were in effect for the 2009-10 year are as follows.

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012	313 (total score)
Sp Ed: Adapted Curriculum	0353 and 0544 0544 and 0511*	0353-143; 0544-144 0544-144; 0511-148
Sp. Ed: General Curriculum	0353 and 0542 0542 and 0511*	0353-143; 0542-159 0542-143; 0511-148

* The change in testing requirements was effective January 1, 2008.

Table VIII: Length of Time to Program Completion (Undergraduate Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	52	121	182	98	33	6	1		2	2	7	35
Barton College	17	11	2				1	1				
Belmont Abbey College	19	6	6									
Bennett College												
Brevard College	11	2	1									
Campbell University	29	14	4									
Catawba College	16	8		2								
Chowan University	8	8		3								
Duke University												
East Carolina University	88	207	87	56	6		8	9	21	1		5
Elizabeth City State University	53											
Elon University	46	20	27									
Fayetteville State University	34	22	17	17	5	2	1				1	
Gardner-Webb University	13	16	17	7		1						
Greensboro College	15	7	4	1	1							
Guilford College	12	7										
High Point University	4	49	4									
Johnson C. Smith University												
Lees-McRae College	77	5			1							
Lenoir-Rhyne College	17	10	8	2						1		
Livingstone College												
Mars Hill College	32	12	3	2			3	2	1			
Meredith College	10	14	18	11	4	1						
Methodist College	18		1									
Montreat College	7	5	1	5	2	10						
NC A&T State University												
NC Central University	8	9	5	1		5		3	2	1	1	
NC State University	174	5	22	3								
NC Wesleyan College	1	1	1	1								
Pfeiffer University	14	15										
Queens University						20						1
Salem College												
Shaw University												
St Augustine's College	1	1										
St. Andrews Presbyterian College		21				7						
UNC-Asheville	20	5	6	1			1	1				
UNC-Chapel Hill		76	17	1								
UNC-Charlotte	23	70	91	25	4	12	23	31	17	6	2	7
UNC-Greensboro	81	191	45	20	3	3	6	5		1		1
UNC-Pembroke	49	30	3	1					1			1
UNC-Wilmington	114	86	47	5	7		26	16	3	2	1	2
Wake Forest University	21	1										
Warren Wilson College												
Western Carolina University	57	64	73	19	9	1	9	2	2			
Wingate University	2	2	10	3	1	1						
Winston-Salem State University	23	6	5	2			4					
Totals	1,166	1,127	707	286	76	69	83	70	49	14	12	52

Table VIII: Length of Time to Program Completion (Undergraduate Licensure-Only Students)

	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	8	2		1	1				1		1	3
Barton College							1	2	1	2		
Belmont Abbey College												
Bennett College												
Brevard College												
Campbell University		4						2	1	1	1	1
Catawba College	14	4	1									1
Chowan University												
Duke University							1	1				
East Carolina University	3	2	1				35	127	16	9	6	8
Elizabeth City State University	2						16					
Elon University							1		1			1
Fayetteville State University	2						1					
Gardner-Webb University												
Greensboro College	19	1	1			1	41	2			2	2
Guilford College	6	1										
High Point University	1	1										
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College		1	1	2		1		1	2	1		
Livingstone College	2											
Mars Hill College							3	2				
Meredith College							5	2				1
Methodist College												
Montreat College												
NC A&T State University												
NC Central University	16	5	4	2			37	6	2	5	3	7
NC State University							82	24	3	6		
NC Wesleyan College												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
St Augustine's College												
St. Andrews Presbyterian College												
UNC-Asheville	21		3	2			13	3		1		
UNC-Chapel Hill							8	8	1			
UNC-Charlotte	6		2				126	90	44	28	1	4
UNC-Greensboro	14	3	3	4	3	5	23	8	1	8	8	8
UNC-Pembroke	7	1					24	5	2			2
UNC-Wilmington	22	2	1	1			21	11	1	3	3	2
Wake Forest University												
Warren Wilson College												
Western Carolina University	4	2	2				30	17	4	1	1	4
Wingate University												
Winston-Salem State University	1	2					5	1				1
Totals	148	31	19	12	4	7	473	312	80	65	26	45

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Overall Pass Rate		Elementary Ed		Special Education			
					Adapted Curriculum		General Curriculum	
	N	%	N	%	N	%	N	%
Appalachian State University	293	99	235	99	19	100	37	97
Barton College	33	100	28	100			5	100
Belmont Abbey College	31	100	31	100				
Bennett College	3	*	2	*			1	*
Brevard College	3	*	3	*				
Campbell University	40	93	40	93				
Catawba College	5	100	5	100				
Chowan University	3	*	3	*				
Duke University	9	100	9	100				
East Carolina University	360	96	304	96	15	100	41	98
Elizabeth City State University	48	67	34	71	4	*	7	71
Elon University	62	97	53	100			9	78
Fayetteville State University	66	91	61	90			4	100
Gardner-Webb University	18	94	18	94				
Greensboro College	46	100	40	100	2	*	4	100
Guilford College	16	88	16	88				
High Point University	50	96	40	95			10	100
Johnson C. Smith University	6	67	6	67				
Lees-McRae College	82	96	82	96				
Lenoir-Rhyne College	25	96	24	96			1	*
Livingstone College	1	*	1	*				
Mars Hill College	37	95	31	97			6	83
Meredith College	32	100	32	100				
Methodist College	13	92	10	90			3	*
Montreat College	2	*	2	*				
NC A&T State University	19	95	15	93			4	100
NC Central University	60	87	44	86	2	*	9	78
NC State University	78	100	52	100	5	100	15	100
NC Wesleyan College	7	100	7	100				
Peace College	20	100	10	100			10	100
Pfeiffer University	26	100	22	100			4	100
Queens University	29	100	29	100				
Salem College	45	98	38	100	1	*	6	83
Shaw University	2	*	2	*				
St Augustine's College	2	*	2	*				
St. Andrews Presbyterian College	29	93	29	93				
UNC-Asheville	22	100	22	100				
UNC-Chapel Hill	84	100	78	100	1	*	4	100
UNC-Charlotte	346	97	284	97	20	100	40	98
UNC-Greensboro	157	97	154	97			3	*
UNC-Pembroke	40	93	31	90	1	*	8	100
UNC-Wilmington	228	97	202	97	6	100	19	100
Wake Forest University	21	100	21	100				
Warren Wilson College	7	100	7	100				
Western Carolina University	107	99	74	100	11	100	20	95
Wingate University	25	96	25	96				
Winston-Salem State University	26	81	23	78			3	*
State Pass Rates:	2,664	96	2,281	96	87	98	273	95

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Special Education							
	BED		Cross Categorical		Learning Disabled		Visually Impaired	
	N	%	N	%	N	%	N	%
Appalachian State University								
Barton College	1	*	1	*				
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University								
Catawba College								
Chowan University								
Duke University								
East Carolina University								
Elizabeth City State University								
Elon University			3	*				
Fayetteville State University								
Gardner-Webb University			1	*				
Greensboro College								
Guilford College								
High Point University								
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College								
Livingstone College								
Mars Hill College								
Meredith College								
Methodist College								
Montreat College								
NC A&T State University								
NC Central University								
NC State University	1	*	1	*	1	*	2	*
NC Wesleyan College	1	*	3	*	2	*		
Peace College								
Pfeiffer University								
Queens University								
Salem College								
Shaw University								
St Augustine's College								
St. Andrews Presbyterian College								
UNC-Asheville								
UNC-Chapel Hill								
UNC-Charlotte			1	*				
UNC-Greensboro								
UNC-Pembroke								
UNC-Wilmington								
Wake Forest University	1	*						
Warren Wilson College								
Western Carolina University								
Wingate University			1	*	1	*		
Winston-Salem State University								
State Pass Rates:	4	100	11	82	4	100	2	100

* Pass Rates not reported if less than five test takers

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the percent of individuals completing initial licensure programs at each institution that actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies. A copy of the surveys is included at the end of this section of the Summary Report.

On a 4.0 scale, program completers expressed the greatest satisfaction with the preparation program in general (3.50), followed by preparation to utilize technology (3.56), preparation in instructional delivery (3.63), preparation for managing the classroom (3.50), and preparation to work with diverse learners (3.50).

Table X provides information on the number of individuals completing undergraduate teacher education programs, were licensed and employed in the public schools of North Carolina within one year of program completion.

Table XI summarizes the results of the survey of program completers, mentor teachers, and principals. Note: Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

Table X: Percentage of Student Teachers Licensed/Employed within 1 Year of Program Completion

Institution	Number of Student Teachers	Percent Licensed	Percent Employed
Appalachian State University	556	97	47
Barton College	42	95	57
Belmont Abbey College	31	84	35
Bennett College	8	13	0
Brevard College	7	100	29
Campbell University	78	87	60
Catawba College	29	86	41
Chowan University	9	78	56
Duke University	28	100	57
East Carolina University	599	92	58
Elizabeth City State University	67	72	42
Elon University	99	93	36
Fayetteville State University	117	84	56
Gardner-Webb University	46	80	26
Greensboro College	70	93	49
Guilford College	21	90	29
High Point University	68	96	51
Johnson C. Smith University	8	63	38
Lees-McRae College	86	90	30
Lenoir-Rhyne College	43	91	44
Livingstone College	1	*	*
Mars Hill College	72	86	33
Meredith College	67	99	67
Methodist College	24	83	63
Montreat College	2	*	*
NC A&T State University	40	83	40
NC Central University	105	79	38
NC State University	241	94	56
NC Wesleyan College	13	92	69
Peace College	11	91	55
Pfeiffer University	42	93	36
Queens University	34	94	47
Salem College	98	97	59
Shaw University	6	17	17
St Augustine's College	3	*	*
St. Andrews Presbyterian College	35	91	51
UNC-Asheville	76	96	42
UNC-Chapel Hill	165	92	55
UNC-Charlotte	500	95	47
UNC-Greensboro	327	91	54
UNC-Pembroke	104	95	69
UNC-Wilmington	348	94	45
Wake Forest University	55	100	42
Warren Wilson College	8	88	13
Western Carolina University	257	93	39
Wingate University	36	97	31
Winston-Salem State University	43	88	47
State Summary	4,725	92%	49%

* Less than five student teachers. Percent licensed and employed not shown.

**Table XI: Survey Results
Undergraduate Programs**

	Number Responding	Program in General	Managing the Classroom	Technology	Diverse Learners	Instructional Delivery
Completers	16	3.50	3.50	3.56	3.50	3.63
Mentors	9	3.67	3.56	3.44	3.44	3.56
Principals	140	3.55	3.42	3.42	3.37	3.39

REWARDS AND SANCTIONS

Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Programs should be assessed on a regular basis. As part of the new approval process, IHEs were required to revision their programs for undergraduate/graduate programs and executive preparation programs to meet the new standards adopted by the State Board of Education. All IHEs submit proposals for new programs for approval by the State Board of Education. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

Any criterion the institution does not meet will require a written plan submitted to NCDPI detailing actions which will be taken to correct deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF UNDERGRADUATE PROGRAM COMPLETERS, MENTORS, PRINCIPALS

I am employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at (*name of institution*):

Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my teacher education program at (*name of institution*):
- A ☐ B ☐
- C ☐ D ☐

As a result of my teacher education program, I am prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches: N/A ☐ A ☐ B ☐ C ☐ D ☐

Undergraduate Mentor Survey

(name of completer) is employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

(name of completer) is teaching grade(s):

(name of completer) is teaching the following subject(s):

Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of the beginning teacher's, (name of completer), teacher education program at (name of institution):

A ☐ B ☐ C ☐ D ☐

As a result of the teacher education program, the beginning teacher, (name of completer), is prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches: N/A ☐ A ☐ B ☐ C ☐ D ☐

Undergraduate Employer Survey

(*name of completer*) is employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

(*name of completer*) is teaching grade(s):

(*name of completer*) is teaching the following subject(s):

Please use the following scale to answer questions 1-5:

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

1. I am satisfied with the quality of the beginning teacher's, (*name of completer*), teacher education program at (*name of institution*):

A ☐ B ☐ C ☐ D ☐

As a result of the teacher education program, the beginning teacher, (*name of completer*), is prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐

3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐

4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐

5. deliver curriculum content through a variety of instructional approaches: N/A ☐ A ☐ B ☐ C ☐ D ☐

Graduate Teacher Education Programs

2009-2010



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2009-10 academic year, 21 institutions are currently approved to offer programs leading to graduate level licensure. Others are completing the approval process of graduate school revision. The approved institutions are:

Appalachian State	Campbell College	Duke University	East Carolina University
High Point University	Meredith College	Montreat College	NC A&T University
NC Central University	NC State University	Pfeiffer University	Queens University
UNC-Chapel Hill	UNC-Charlotte	UNC-Greensboro	UNC-Pembroke
UNC-Wilmington	Wake Forest University	Western Carolina	Wingate University
Winston-Salem State			

Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. On-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Quality of Students Entering the Programs

Colleges and universities with approved Teacher Education Programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs, and on-line courses and programs designed to bring teacher education programs to prospective students.

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2009 enrollment in graduate teacher education programs. These data were provided by the institution. **Table XIII** summarizes admission test results. These data were provided by the institutions for students reported as admitted to their programs. Column 1, New MAT Scoring, reflects the scoring rubric ranging from 200-600, while column 2 reflects old scores based on the 0-100 rubric. Column 3 reflects new GRE analytical writing score which ranges from 0-6, while column 4 reflects verbal and quantitative scores combined (each ranging from 200-600).

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2009

	Full-Time						Part-Time					
	Graduate - First				Graduate Licensure		Graduate - First				Graduate Licensure	
	License Awarded		Graduate		Only		License Awarded		Graduate		Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T	M	T	M	T
Appalachian State University			57	178					200	862	16	24
Campbell University	4	29	8	51	7	33	1	4	4	24	2	27
Catawba College										40		
Duke University	4	24										
East Carolina University	18	125	93	757	3	19	3	14	155	965	25	124
Elizabeth City State University									46	107		
Elon University									23	128		
Fayetteville State University	4	7	15	23	9	18	22	32	63	108	27	45
Gardner-Webb University							10	48	50	194		
Greensboro College				1					6	19		
Lenoir-Rhyne University				11					2	19	1	2
Meredith College	3	39					3	11	12	88		1
Montreat College			31	161								
NC A&T State University	41	51	147	199	9	12	39	66	56	128	15	23
NC Central University	1	1	13	21	1	1			5	14		
NC State University	21	187	35	155			1	18	36	254		
Peace College											8	41
Pfeiffer University	2	9	5	27			1	6	3	12		
Queens University	6	27	3	19	2	13	6	36	9	63	2	9
Salem College	11	51	11	56					1	5		
Shaw University	5	5										
UNC-Chapel Hill	28	141	10	45	10	24	1	1	55	210	9	25
UNC-Charlotte			16	63					160	770	13	37
UNC-Greensboro	27	102	104	364	4	14	3	19	63	223	20	49
UNC-Pembroke	50	107	39	172			13	34	31	108		1
UNC-Wilmington	15	52	14	60	1	4	1	24	45	285	2	21
Wake Forest University	5	58	2	10								
Western Carolina University	11	108	4	23		1	15	148	12	205	1	16
Wingate University							6	21	3	37		
Winston-Salem State University	8	10					21	24	14	63		
Totals	264	1133	607	2396	46	139	146	506	1054	4931	141	445

Table XII: Graduate Teacher Education Programs Admissions Test Data, Fall 2009

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	403	46	4	1,003	3.40
Appalachian State University	403	*		987	3.41
Campbell University	*		4	942	3.54
Catawba College					3.29
Duke University				1,288	3.34
East Carolina University	406	44		1,004	3.29
Elizabeth City State University	388	34		813	3.66
Elon University	410			1,001	3.31
Fayetteville State University	390			723	3.33
Gardner-Webb University	414	*		962	3.53
Greensboro College	*			814	3.88
High Point University					
Lenoir-Rhyne University	*			957	3.49
Meredith College	411		4	979	3.29
Montreat College	398	*		*	3.32
NC A&T State University	*		3	777	3.63
NC Central University					
NC State University	413			1,055	
Pfeiffer University	392	46		823	3.90
Queens University			4	1,015	3.95
Salem College			4	874	3.15
Shaw University					*
UNC-Chapel Hill		*		1,170	3.32
UNC-Charlotte	*	45	4		3.19
UNC-Greensboro	407	*	4	974	3.48
UNC-Pembroke	396	38		871	3.26
UNC-Wilmington	406	62		1,007	3.50
Wake Forest University			5	1,194	3.48
Western Carolina University			4	999	
Wingate University	393		4	933	3.13
Winston-Salem State University	392	*	4	834	3.29

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Graduate Teacher Education Programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of in-service teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction which fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

Table XIV summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

**Table XIV: Length of Time to Program Completion
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Campbell University		2								10	5	7
Catawba College											1	6
Duke University												
East Carolina University	10	123	116	25	6			26	17	47	31	34
Elizabeth City State University										9		
Elon University											16	
Fayetteville State University	4	1	2	1	1		8	4	2	2	2	2
Gardner-Webb University							1	2	8	14	21	68
Greensboro College							10	4	1			
High Point University			1	1		1						
Lenoir-Rhyne College											1	
Meredith College										3		2
Montreat College	159											
NC A&T State University												
NC Central University	2	1		3	1		2	1	1	1	1	5
NC State University	4	8						8		5	1	3
Pfeiffer University												
Queens University												38
Salem College												
Shaw University												
UNC-Chapel Hill	7	2	1	2	4	3		1	24	39		
UNC-Charlotte							31	21	8	10	6	15
UNC-Greensboro	3	26	19	13	2	15	3	11	9	17	3	13
UNC-Pembroke	2	10	23	2				1		2	1	2
UNC-Wilmington	11	3		1			38	12	10	1	2	
Wake Forest University		28	6									
Western Carolina University	1	1	2				19	17	9	15	4	1
Wingate University									6	6	8	9
Winston-Salem State University										27		
Totals	203	205	170	48	14	19	112	108	95	208	103	205

Table XIV: Length of Time to Program Completion (Graduate First License)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	10	10	22	17	2	9	15	11	32	91	67	23
Campbell University		4									1	2
Catawba College												
Duke University		13										
East Carolina University	3	46	5	1		1		3				
Elizabeth City State University												
Elon University											29	
Fayetteville State University		3						3	4			
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne College				1	1				1	2	1	1
Meredith College		10							1	1	3	3
Montreat College												
NC A&T State University												
NC Central University	4	4	4	8	2	4	2	1	3	5	1	4
NC State University	1	15	7	2			3	10	8	6	3	3
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill	50	1		10								
UNC-Charlotte	1	3	4	1	1		8	21	10	10	7	6
UNC-Greensboro	22	6			2	1						
UNC-Pembroke	1	16	14	8	2	3		1	5	3	6	6
UNC-Wilmington	16			1			2					
Wake Forest University												
Western Carolina University	3	16	10	1			2	14	3	3		3
Wingate University												
Winston-Salem State University							2		1			
Totals	111	147	66	50	10	18	34	64	68	121	118	51

Table XIV: Length of Time to Program Completion (Graduate Licensure-Only Students)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Campbell University	19	8					4	1	5	2		
Catawba College												
Duke University												
East Carolina University	2						5	11	1	5	4	2
Elizabeth City State University												
Elon University												
Fayetteville State University	2						5	1		1		2
Gardner-Webb University												
Greensboro College												
High Point University	1											
Lenoir-Rhyne College											1	
Meredith College												
Montreat College												
NC A&T State University												
NC Central University	1			1			1	1				
NC State University												
Pfeiffer University												
Queens University				2		3						1
Salem College												
Shaw University												
UNC-Chapel Hill		1	3	6	4		8	7				9
UNC-Charlotte							3	5	4			
UNC-Greensboro	1	2	1				19					3
UNC-Pembroke												
UNC-Wilmington							5		1			
Wake Forest University												
Western Carolina University		1					5	1	1	1		
Wingate University												
Winston-Salem State University												
Totals	26	12	4	9	4	3	55	27	12	9	5	17

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with graduate Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

On a 4.0 scale, the average ratings on each of the items by both program completers and their principals ranged from 3.00 to 3.80.

Table XV summarizes the results of the surveys of program completers and principals. Note: Because of budget restrictions, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

**Table XV: Survey Results
Graduate Programs**

	Number Responding	Overall Quality	Connecting Subject Matter	Research Base	Leadership Role	Diverse Learners	Professional Development
Completers	10	3.80	3.80	3.00	3.20	3.70	3.20
Employers	83	3.57	3.45	3.30	3.36	3.40	3.38

REWARDS AND SANCTIONS

Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of Teacher Education Programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. As part of the new approval process, IHEs were required to revision their programs for undergraduate/graduate programs and executive preparation programs to meet the new standards adopted by the State Board of Education. All IHEs submit proposals for new programs for approval by the State Board of Education. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Graduate Teacher Education Programs:

- must receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys; and

A graduate teacher education program shall be designated as "Low Performing" if:

- it does not meet this criterion twice in three years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

Any criterion the institution does not meet will require a written plan submitted to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF GRADUATE PROGRAM COMPLETERS AND PRINCIPALS

I am employed as a:

NC Public School Teacher
NC Charter School Teacher
NC Private School Teacher
Teaching Outside NC
Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at (*name of institution*):

Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my teacher education program at (*name of institution*): A ☐ B ☐
C ☐ D ☐

As a result of my teacher education program, I am prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches: N/A ☐ A ☐ B ☐ C ☐ D ☐

Undergraduate Program Completer Survey

I am employed as a:

- ☐ NC Public School Teacher
- ☐ NC Charter School Teacher
- ☐ NC Private School Teacher
- ☐ Teaching Outside NC
- ☐ Other

If 'Other' selected, please provide a brief description:

I am teaching grade(s) or enter 'NA' if not applicable:

I am teaching the following subject(s) or enter 'NA' if not applicable:

Please list the license area(s) completed at (*name of institution*):

Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my teacher education program at (*name of institution*):
- A ☐ B ☐
- C ☐ D ☐

As a result of my teacher education program, I am prepared to:

2. effectively manage the classroom: N/A ☐ A ☐ B ☐ C ☐ D ☐
3. use technology to enhance learning: N/A ☐ A ☐ B ☐ C ☐ D ☐
4. address the needs of diverse learners: N/A ☐ A ☐ B ☐ C ☐ D ☐
5. deliver curriculum content through a variety of instructional approaches: N/A ☐ A ☐ B ☐ C ☐ D ☐

School Administration Programs

2009-2010



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

SCHOOL ADMINISTRATION PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to

- facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community;
- promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff;
- manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments;
- collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
- understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2009-10 academic year, 13 institutions are currently approved to offer programs leading to graduate level licensure in school administration. Others are completing the approval process of program revision. The institutions are:

Appalachian State University	UNC-Chapel Hill	Western Carolina University
East Carolina University	UNC-Charlotte	Wingate University
High Point University	UNC-Greensboro	Winston-Salem State Univ
NC Central University	UNC-Pembroke	
NC State University	UNC-Wilmington	

Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2009 enrollment in school administration programs. These data were provided by the institution. **Table XVII** summarizes admission test results. These data were provided by the institutions for students reported as admitted to their programs. Column 1, New MAT Scoring, reflects the scoring rubric ranging from 200-600, while column 2 reflects old scores based on the 0-100 rubric. Column 3 reflects new GRE analytical writing score which ranges from 0-6, while column 4 reflects verbal and quantitative scores combined (each ranging from 200-600).

Table XVI: Enrollment in School Administration Programs, Fall 2009

	Full-Time				Part-Time			
	Graduate		Licensure Only		Graduate		Licensure Only	
M=Minority, T=Total	M	T	M	T	M	T	M	T
Appalachian State University			1	8	21	93	35	91
Campbell University	4	14	4	20	4	20	4	11
East Carolina University	33	112	1	3	41	132	6	22
Elizabeth City State University					19	32	1	11
Fayetteville State University	13	22			3	4		
Gardner-Webb University					71	196	37	66
High Point University								
NC A&T State University	6	7			56	69		
NC Central University	1	1			2	3		
NC State University	8	18			56	174		
Queens University	10	27			4	9		
UNC-Chapel Hill	20	42	8	18	24	50	4	15
UNC-Charlotte	3	15			7	41	13	27
UNC-Greensboro	26	70	14	29	7	18	6	14
UNC-Pembroke	34	77	1	1	18	36	1	9
UNC-Wilmington	1	18			1	8	4	24
Western Carolina University	6	20			24	191	3	34
Wingate University					13	68	20	63
Totals	165	443	29	79	371	1,144	134	387

Table XVII: School Administration Program Admission Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Avg	402	42	4	947	6.24
Appalachian State University	412	*		966	3.55
Campbell University			4	927	63.0
East Carolina University	402	43		910	3.17
Elizabeth City State University	394	*		1,021	3.75
Fayetteville State University	384			*	3.26
Gardner-Webb University				*	3.17
High Point University					
NC A&T State University	*			728	3.77
NC Central University					
NC State University	407	40	4	991	
Queens University			4	917	3.88
UNC-Chapel Hill	414			981	3.10
UNC-Charlotte		38	4		*
UNC-Greensboro	401	*	4	922	3.45
UNC-Pembroke	398	38		842	3.30
UNC-Wilmington	413	60		1,015	3.47
Western Carolina University	406		4	974	
Wingate University	399		4	961	3.39

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

To be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam. A score of 155 is required to pass the exam.

Table XVIII summarizes the performance of candidates on the SLLA exam.

Table XVIII: Performance of MSA Program Completers on the School Leaders Licensure Assessment

Institution	N	%
Appalachian State University	43	100
Campbell University	27	100
East Carolina University	111	100
Elizabeth City State University	17	100
Fayetteville State University	26	100
Gardner-Webb University	91	100
High Point University	19	100
NC Central University	36	100
NC State University	65	100
UNC-Chapel Hill	38	100
UNC-Charlotte	31	100
UNC-Greensboro	27	100
UNC-Pembroke	54	100
UNC-Wilmington	11	100
Wingate University	73	100
State Total and Pass rate	669	100

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with school administration programs of individuals who have completed the programs and their employers, a survey was distributed to recent school administration program completers employed in the public schools of North Carolina and their employers. Respondents were asked to rate their satisfaction with the program in general, their preparation to use technology to support the instructional program, their preparation in instructional leadership, and their preparation to assist teachers in meeting the needs of diverse learners.

On a 4.0 scale, ratings by program completers ranged from 3.00 (overall quality) to 3.25 (instructional leadership). Employer ratings ranged from 3.21 (instructional leadership) to 3.49 (overall quality).

Table XIX summarizes the results of the survey of program completers and their employers. Because of the budget restrictions, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

**Table XIX: Survey Results
School Administration Programs**

	Number Responding	Overall Quality	Technology	Instructional Leadership	Diverse Learners
Completers	4	3.00	3.25	3.25	3.25
Employers	43	3.49	3.42	3.21	3.28

REWARDS AND SANCTIONS

School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

Any criterion that the institution does not meet will require a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF SCHOOL ADMINISTRATION PROGRAMS COMPLETERS AND EMPLOYERS

I am employed as a:

NC Public School Principal
NC Charter School Principal
NC Private School Principal
Principal Outside NC
NC Public School Asst Principal
Other

If 'Other' selected, please provide a brief description:

--

Please use the following scale to answer questions 1-4:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my MSA graduate program at *(name of institution)*:

N/A ☐ A ☐ B ☐ C ☐ D ☐

2. Satisfaction with preparation to use technology to support instructional program:

N/A ☐ A ☐ B ☐ C ☐ D ☐

3. Satisfaction with preparation in instructional leadership:

N/A ☐ A ☐ B ☐ C ☐ D ☐

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:

N/A ☐ A ☐ B ☐ C ☐ D ☐

Employer's Survey for Master's of School Administration Program

(*name of completer*) is employed as a:

NC Public School Principal
NC Charter School Principal
NC Private School Principal
Principal Outside NC
NC Public School Asst Principal
Other

If 'Other' selected, please provide a brief description:

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Please use the following scale to answer questions 1-4:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of (*name of completer*)'s MSA graduate program at (*name of institution*):

N/A ☐ A ☐ B ☐ C ☐ D ☐

2. Satisfaction with preparation to use technology to support instructional program:

N/A ☐ A ☐ B ☐ C ☐ D ☐

3. Satisfaction with preparation in instructional leadership:

N/A ☐ A ☐ B ☐ C ☐ D ☐

4. Satisfaction with preparation to assist teachers in meeting the needs of diverse learners:

N/A ☐ A ☐ B ☐ C ☐ D ☐